

# Inspection of Kaneshill Pre-School

Hinkler Road, Thornhill, Southampton, Hampshire SO19 6FW

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Inspection date: 9 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly on arrival at this warm and welcoming pre-school. They become engrossed in activities, which staff have specifically selected based on their interests, that spark curiosity. Children excitedly greet their friends and the nurturing staff. They demonstrate that they feel safe and secure as they gather around staff in the book corner and share favourite stories in a variety of languages, including Polish.

Children show excitement and motivation to learn. They enjoy getting ready for outdoor play and demonstrate some independence as they have a go at putting on their coats and wellington boots. Children make the most of being outside in all weathers. They dig and scoop in the sand and enjoy chasing bubbles as they blow in the wind. These activities help to promote their good physical skills, testing their strength and coordination.

Children behave well. They develop positive relationships with staff, who they seek out for reassurance and comfort. Staff plan activities that teach children to understand and identify their emotions. Older children confidently talk about what makes them feel happy and sad. They link colours to each emotion and easily tell staff, 'I am green, and I am calm'.

### **What does the early years setting do well and what does it need to do better?**

- Children are developing a love of literacy. They act out traditional fairy tales, using the fun range of props and puppets provided. For example, they retell the story of 'The Three Little Pigs' to visitors, excitedly telling the inspector that the wolf says, 'huff and puff and blow your house down'. Younger children have fun exploring the texture of dough. They roll and manipulate the dough, which helps to strengthen the small muscles in their hands in readiness for early mark making.
- Children learn about the importance of adopting healthy lifestyles. The setting works with their local authority to complete the 'Healthy Early Years Award'. This supports staff in teaching the children about healthy foods, good dental care and the value of being active. Partnerships with parents are good. Staff share healthy lifestyle guidance with them to help give children the best start in life.
- Children behave well. They respond well to staff's gentle reminders to use good manners and be kind to each other. Older children play and interact well together. They are keen to develop their imaginative games in the role-play area. For example, they use pretend play foods to prepare and serve meals for each other and carefully put clean nappies on their 'babies'.
- Children enjoy the sociable lunchtime with their friends. They learn about healthy practices, such as wiping their noses and handwashing before eating.

This helps children to do some things independently. However, there is scope for staff to increase the opportunities for older children to develop independence further, particularly at lunchtime, in preparation for their move on to school.

- Staff identify and take effective steps to help close any gaps in children's learning. They know the importance of supporting children's additional needs and work with outside professionals when needed. Staff have good partnerships with local agencies. This helps them to work together successfully in support of children and their families. All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress from their individual starting points.
- Children enjoy lots of opportunities to be creative. Staff support them through planned, adult-led activities to experiment with pens and water to make interesting patterns on paper towel. Children use a range of materials and paints to make colourful pictures and proudly show staff what they have done. Their self-esteem grows as staff compliment and praise them for their efforts. However, sometimes, staff do not help them to build on their different ideas, such as by providing opportunities that enable children to recall, make connections and utilise what they already know.
- Overall, children who speak English as an additional language receive helpful support to learn new words in English. Staff frequently change between speaking Polish and English to develop children's communication skills and understanding.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their duties to protect children from harm. They know signs and symptoms that indicate that a child may be at risk of abuse. Staff know how to report concerns about a child's welfare. This includes in the event that an allegation is made about a colleague. Staff understand the procedures to follow if they are required to escalate their concerns. Recruitment procedures are robust. This includes the background checks that are required to ensure that staff are suitable to work in the nursery. The required documentation is maintained and kept up to date. This contributes to ensuring the ongoing welfare of children.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- increase the opportunities available for older children to develop their independence and self-help skills, particularly at lunchtime
- support staff to be able to extend activities for all children to help them recall, make connections and utilise what they know.

## Setting details

<b>Unique reference number</b>	131539
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10263251
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Kanes Hill Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP908627
<b>Telephone number</b>	02380 476 665
<b>Date of previous inspection</b>	26 April 2017

## Information about this early years setting

Kanes Hill Pre-School registered in 1999. It operates from self-contained premises on the site of Kanes Hill Primary School in Thornhill. The pre-school opens from 8.45am until 3pm, Monday to Friday, during school term times. There are six members of staff, five of whom hold a relevant early years qualification. This includes two members of staff with a relevant level 6 qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nina Lambkin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed staff's interactions with the children, indoors and outdoors, and the impact of these on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation, including evidence of the suitability of staff.
- The inspector held discussions with the manager, staff, children and parents at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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